

Assessing the Delayed Gratification, Identity Orientation and Transitional Plans of ESGP-PA Recipients: Implications for Policies and Program Development

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ABSTRAK

Pemerintah negara-negara berkembang mengadopsi sistem Conditional Cash Transfer (CCT) untuk mengurangi kemiskinan. Di Filipina, ESGP-PS merupakan sebuah sistem CCT dari Pemerintah. DSWD menyediakan dana kesehatan dan pendidikan bagi anak-anak dari keluarga sangat miskin. ESGP-PA menyediakan bantuan langsung tunai untuk pendidikan kepada anak-anak dari keluarga miskin. Bantuan yang diberikan ESGP-PA memiliki pengaruh besar bagi penerima sehingga penting untuk mengetahui aspek psikologis yang akan berpengaruh dalam pembuatan kebijakan dan penilaian efektivitas program. Penelitian ini bertujuan untuk menganalisa kepuasan tertunda (delayed gratification), orientasi identitas pribadi, rencana-rencana transisional penerima ESGP-PA di MSU-Iligan Institute of Technology (2014-2015). Penelitian ini menggunakan metode kualitatif deskriptif dan statistik inferensial. Hasil penelitian ini menunjukkan bahwa para penerima bantuan memiliki tingkat kepuasan tertunda yang tinggi dalam hal prestasi dan tingkat menengah dalam makanan, uang, dan interaksi fisik maupun sosial. Mereka memiliki orientasi yang lebih tinggi terhadap identitas pribadi daripada orientasi identitas kolektif dan sosial. Identitas relasional ($r = -.329$, $p = .000$) dan identitas kolektif ($r = -.363$, $p = .000$) berkorelasi negatif dengan kepuasan tertunda, sementara uang ($F = 1.614$; $P = .004$) mempengaruhi orientasi identitas sosial dengan signifikan. Hal-hal penting dalam rencana transisi para penerima bantuan adalah untuk meraih kesuksesan, memiliki pekerjaan yang bagus, dapat membantu keluarga, dapat menyelesaikan sekolah dan mendapat gelar akademik. Mereka takut tidak dapat mencapai impiannya, karena kesulitan keuangan dan faktor ekonomi. Kesimpulan penelitian ini adalah kesejahteraan psikologi penerima ESGP-PA dipengaruhi secara positif dan negatif oleh program ESGP-PA.

Kata Kunci ; CCT, ESGP-PA, Kepuasan tertunda, Identitas

ABSTRACT

Governments in developing countries adopted the Conditional Cash Transfer (CCT) system to alleviate poverty and reduce the transmission of poverty from one generation to the next. In the Philippines, the ESGP-PA is the government's version of CCT. The DSWD provides for the health and education of children of extremely poor households. ESGP-PA provides cash grants for the educational expenses of the children of poor families. The ESGP-PA grant has immense implications to the lives of recipients and it is important to examine the psychological aspects to inform policy making and to assess the effectiveness of the program as perceived by the recipients. This study examined the delayed gratification, self-identity orientations and transitional plans of the ESGP-PA recipients enrolled in MSU-Iligan Institute of Technology (2014-2015). This study measured delayed gratification and self-identity orientations using standardized instruments and analyzed using descriptive and inferential statistics. Transitional plans were assessed qualitatively. Results showed that recipients had high levels of delayed gratification for achievement and moderate levels for food, money, physical and social interaction. They had higher personal and relational identity orientations than social and collective identity orientations. Relational identity ($r = -.329$, $p = .000$) and collective identity ($r = -.363$, $p = .000$) was negatively correlated with delayed gratification while money ($F = 1.614$; $p = .004$) significantly influenced social identity orientation. The themes in the transitional plans of the recipients were to become successful, have good jobs, help their family, finish school and get a degree. They feared they would not reach their dreams, while financial difficulties and economic factors, hindered them from reaching their goals. In conclusion, ESGP-PA recipients' psychological well-being is positively and negatively impacted by the ESGP-PA program.

Key words: CCT, ESGP-PA, delay of gratification, identity

INTRODUCTION

Governments in various developing countries adopted the Conditional Cash Transfer (CCT) system as an effective tool to alleviate short-term poverty and reduce the transmission of poverty from one generation to another. In the Philippines, the ESGP-PA is the government's version of CCT under the Department of Social Welfare and Development (DSWD) that provides services for the health and education of the extremely poor households, particularly of children aged 0-18 years old. ESGP-PA award cash grants to satisfy the basic and higher order needs such as food, shelter, healthcare, learning materials, education and etc. of the poor families provided that they comply with the set of conditions required by the program. This financial support from the government creates an impact to the lives of its member not only in financial aspect but as well as in their emotional and social aspects.

There are various factors that either hinder or encourage in-

dividuals to progress in their lives. The present study focused on the factors of self-identity, delayed gratification, and transitional plans of the ESGP-PA recipients as indicators of persistence in the program. The findings of the present study were used as basis for programs and policies that would further the aim of the ESGP-PA program to maximize its effects in the lives of the recipients of the program.

[Mischel and his colleagues \(1988\)](#) developed a framework to explain the human ability to delay gratification. It was proposed that there is a “hot-and-cool” system that explains why willpower succeeds or fails. The cool system is cognitive in nature. It is essentially a thinking system, incorporating knowledge about sensations, feelings, actions and goals. While the cool system is reflective, the hot system is impulsive and emotional. The hot system is responsible for quick, reflexive responses to certain triggers. When willpower fails, exposure to a “hot” stimulus essentially overrides the cool system, leading to impulsive actions. Some people, it seems, may be more or less susceptible to hot triggers. And that susceptibility to emotional responses may influence behavior throughout life.

It was observed that delay of gratification was an important core component of successful personality adjustment ([Mischel, 1990](#); [Mischel & Ayduk, 2003, 2004](#); [Mischel et al., 1996](#); [Mischel et al., 1989, 1992](#); [Mischel & Rodriguez, 1993](#); [Rodriguez et al., 1989](#)). A lack of delay gratification can be implicated in variety of addictive antisocial behaviors. At the interpersonal level, the ability to delay gratification seems to serve a long-term buffer against rejection and sensitivity – the tendency to experience feelings of anxiety when anticipating being rejected by others ([Carducci, 2009](#)).

Self-identity can be seen as a person that has not one “personal self” but rather several selves that corresponds to widening circles of group membership ([Tajfel, 1979](#)). The concept of Self-Identity is explained through three (3) fundamental psychological mechanisms that underlie it, which include: social categoriza-

tion, social comparison, and positive distinctiveness. Social categorization involves the cognitive process where objects, events and people are classified into categories. By doing this individuals tend to exaggerate the similarities in his/her group and exaggerate the differences of other groups. In social comparison however, there is the tendency to compare one's own social group to other groups. Distancing the self from groups that does not share the same beliefs and ideas – and focus more on the beliefs in the self group. Lastly, positive distinction, involves the motivation to show that the self's in-group is preferable to an out-group.

Transitional Planning is anchored on [Schlossberg's Transition Theory \(1984\)](#) where Schlossberg “believed a need existed to develop a framework that would facilitate an understanding of adults in transition and aid them in connecting to the help they needed to cope with the ‘ordinary and extraordinary process of living’” ([Evans, et al., 2010](#)). Transition refers to a passage from a life phase, condition, or status to another which involves both process and outcome of complex person-environment interaction ([Chick & Meleis 1986](#)). A process that involves three phases: ending, neutral, and a new beginning ([Bridges, 2003](#)). “The more the transition alters the individual's life, the more coping resources it requires, and the longer it will take for assimilation or adaptation” ([Schlossberg et al; p. 37, 1984](#)). Anticipated Transitions include those that occur predictably, as expected like: going to college, changing majors, getting a job, getting married, among others. Unanticipated Transitions include those that are not predictable such as sudden death of a loved one, education interrupted by unanticipated career change, disruption in life caused by natural calamities or war.

In order for ESGP-PA recipients to succeed in their studies and complete their programs, it is hypothesized that they should be able to delay gratification, such that it allow the recipients to suspend gratification of immediate wants and urges in favor of a greater reward which is a college degree. Moreover, it is also hypothesized that recipients who are in their adolescence is in the

process of developing their own identities and it is important to determine whether their self-identity construal is related to delay of gratification. Lastly, the recipients are undergoing anticipated transitions as they are beginning college education, and it is of immense importance that they gain awareness of the challenges that they will face as they continue with the program. Knowing their fears, dreams and formulating their goals would assist them in the transition from adolescence to young adulthood.

The present study is the first that examined the psychological well-being of ESGP-PA recipients, and the findings of this study contributes to the body of knowledge on delay of gratification, self-identity and transitional plans. Moreover, this study aims to provide information on ESGP-PA recipients and their experience in college and results of this study was used to develop intervention programs that was directed at improving recipients personal, social and academic skills.

LITERATURE REVIEW

Delay of gratification refers to the capacity to delay the satisfaction of the desires, needs, wishes, impulses, whims and urges for a greater reward ([Mischel, Ebbesen, & Raskoff Zeiss, 1972](#)). The marshmallow test demonstrated that some children do not delay gratification and are immediately satisfied and gratified. On the other hand, it also depicted behaviors that characterized patience, self-restraint, self-control and strategies that distracted children from the attractive reward or item. Several years later, longitudinal studies that followed the children in the marshmallow test revealed that those who did wait and was able to delay gratification were better students in adolescence, they manifested emotional restraint and mental regulation ([Mischel, Shoda & Rodriguez, 1989](#)).

[Funder, Block and Block \(1983\)](#) carried out a longitudinal study of preschool children wherein the children were tested using delay of gratification tasks using an experimental design at four years old. The researchers then measured the cognitive abil-

ity, personality factors and the situational environment of the participants in adolescence. The researchers hypothesized that personality characteristics such as ego strength and ego resiliency were linked to delay of gratification. Results indicated that girls who resisted the temptation the longest were resilient and rated as intelligent, proficient, practical and observant while boys were found to be predominantly higher in ego control, they were rated as insightful, observant, planning and consistent. Those who exhibited low control were easily stressed, uneasy, sulky and inconsistent.

In a similar study by [Mischel, Shoda and Peake \(1988\)](#), preschool delay behavior was hypothesized to be linked to the cognitive and social coping techniques used in delay behavior tasks. According to the researchers, effective delay emphasized the use of non-rigorous techniques and changing attentions and the production of thoughts that enhanced the ability to delay gratification. Moreover, the researchers used a longitudinal design in order to determine whether such management of delay behavior in delay tasks would still be the same after 10 years. The findings of the study reported that those who were willing to delay during preschool for a preferred reward anticipated the cognitive and social competencies of adolescents after a decade from the original delay tasks. The researchers reported that preschool children who were able to delay were viewed by their parents as scholastically and interpersonally competent.

Eigsti and colleagues (2006) aimed to determine whether preschool delay of gratification levels predicted mental regulation in adolescence and young adulthood. Mental regulation refers to the basic elements that allow the individual to direct and manage behavior in order to attain a certain outcome. The researchers tested the following hypothesis during preschool utilizing the delay of gratification task and the go/no-go task in adolescence and young adulthood. Preschool children at 4 years old participated in the initial delay of gratification tasks and was then tested again using the go/no-go tasks to the same participants

after 10 years. Results showed that the stimulus preferred in the delay behavior tasks in preschool projected the performance of the individual in a mental regulation task in adolescence.

In effect, delay of gratification is an important object of study as it has been found to be linked to positive attitudes and personal characteristics such as resiliency, ego control, intelligence, adaptability, coping, and metacognitive skills. Moreover, children who were found to delay gratification in preschool were subsequently found to have better performance in high school, were more sociable, content and happy in adolescence, while those who were unable to delay gratification were reported to have poor emotional control, poor self-regulation and more likely to drop out of high school.

According to [Baumeister and Muraven \(1996\)](#), a person's identity, one's inner self, one's individuality and uniqueness have to be emphasized in order to adapt to the demands of modern life. At the same time they regard identity as a form of adaptation between person and context, the outcome of the interaction between what they call "the basic nature of selfhood" and the social and cultural context. They emphasize the influence of the broad, historical, and societal context upon the norms and criteria of what one's identity should be.

Cheek and his colleagues (e.g., [Cheek, 1989](#); [Cheek, Tropp, Chen, Underwood, 1994](#)) have characterized identity as comprising three broad structural categories, each having significance for an individual's psychosocial functioning. Later, the fourth category – Relational identity – was added. Personal identity concerns one's personal values, ideas, goals, emotions, and subjective feelings of continuity and uniqueness. Social identity concerns the self in relation to others and one's public image, e.g., popularity, attractiveness, and reputation. Collective identity concerns the aspects of the self-concept that relate to social or demographical groups of affiliation, such as one's race, gender, ethnic background, religion, and feelings of belonging in one's community. Relational identity concerns the way we build our

personal relationships with other people ([Cheek, Smith & Tropp, 2002](#)). These representations are relatively stable, trait-like self-descriptions that describe self-related individual differences in beliefs and goals ([Leary, Wheeler & Jenkins, 1986](#)). Individuals will vary in the importance they give to these aspects of identity when constructing their self-definitions ([Cheek et al., 1994](#)).

Research shows that individuals high in personal identity will tend to have such characteristics as sociability, autonomy, and a need for uniqueness. High personal identity is associated with making decisions and choices based on personal reasons or benefits. According to [Sampson's \(1978\)](#) concept of "identity mastery", to accomplish stability and continuity to one's identity, people will attempt to manage the aspects of the internal or external environment to maintain their sense of selfsameness. Individuals who place high importance on their personal identity will define their identity in terms of internally located characteristics and will attempt to manage the internal environment in order to maintain their sense of selfsameness. Having less of a need to exercise external control, such individuals would be more stable across different situations. When social identity is a salient aspect of identity, individuals will be sociable, but there will be conformity and a fear of a negative social evaluation instead of autonomy ([Schlenker & Weigold, 1990](#)). High social identity is associated with making decisions and choices based on social reasons or benefits. Such individuals will define their identity in terms of externally located characteristics and will attempt to manage the external environment in order to maintain their sense of selfsameness. The implication of identity mastery for psychosocial functioning is that when social identity is a strong aspect of one's identity, identity is much more precarious than in the case when personal identity is the most important aspect of identity. [Wade and Brittan-Powel \(2000\)](#) argue that a collective orientation adds to the self-concept through a sense of belonging or group membership, thereby having implications for stability and continuity of identity of the quality associated with personal iden-

tity. Collective identity tends to be more salient in members of minority race groups with a collectivistic orientation ([Cheek et al., 1994](#)) and in the individuals who consider their ethnicity as a highly central aspect of their self-concept ([Tropp, 1992](#)). Collective identity has also been investigated for its relationship to self-concept and self-esteem in individuals from a variety of social or demographic groups (e.g., Hengst, 1997; [Marmarosh & Corazzini, 1997](#); [Wright & Forsyth, 1997](#)). When collective identity is an important aspect of one's self-concept, and / or the group with which one identifies is perceived as valued, self-esteem is positively affected because of one's affiliation with a particular group.

There is wide concurrence that skills associated with becoming more self-determined (e.g., setting goals, problem-solving, decision-making, self-management) are important for a successful transition from school to adult life. Nevertheless, this concurrence does not necessarily translate into increased instructional activities to promote the self-determination of students with disabilities. Individualized Education Program goals and objectives rarely include goals to promote self-determination ([Agran, Snow, & Swaner, 1999](#); [Wehmeyer, Agran, et al., 2000](#); [Wehmeyer & Schwartz, 1998](#)). Although self-determination is a valued transition outcome, it appears to receive little instructional emphasis.

METHODS

RESEARCH DESIGN

This study is a multidimensional approach and analyzed through quantitative approach. The dimensions used in this study are psychological approach and social approach. A descriptive survey design was used to gather data from the participants. The information in this study was collected through self-administered questionnaires upon personal distribution of the researchers to the respondents.

RESEARCH ENVIRONMENT

The study was conducted at MSU-IIT, Iligan City, which falls under the Northern Mindanao Region, in the province of Lanao Del Norte. It is considered as a lone district with 44 Barangays and has a total land area of 813.37 square kilometers. It had a population of 322,821 inhabitants in the 2010 census. The majority of the populations are Muslims and Christians.

RESPONDENTS OF THE STUDY

The respondents of the study were 237 college students who were beneficiaries of the ESGP-PA enrolled in the second semester 2015-2016 in MSU-IIT, Iligan City.

Seventy percent were female (166) and thirty percent (71) were male. Their ages ranged from 16 to 26 years old. They were identified to be a resident of Lanao Del Norte, Iligan City (53.2%), Misamis Occidental (5.1%), and Misamis Oriental (1.7%). 75.1% of the respondents were Christians and 23.2% were Islam.

SAMPLING CRITERIA

Only 60% out of the 395 total ESGP-PA beneficiaries were included in the study. The inclusion was based on their willingness to participate during the conduct of the study.

INSTRUMENTS

Previously tested scales and questionnaires were chosen as data collection instruments in the study. The following are the scales and the questionnaires that were used:

DELAY OF GRATIFICATION INVENTORY (DGI)

In order to measure the level of Delayed Gratification of the respondents, the researchers used the Delaying Gratification Inventory (DGI). The DGI consists of 35 items which is composed of five domains of delay behavior, involving food, physical pleasures, social interactions, money, and achievement. The questionnaire has 35 items, that to be answered by choosing one of the five scale; 1= strongly disagree, disagree, 3= neither agree

nor disagree, 4= agree, 5=strongly agree. It has a reverse item which can be interpreted inversely such as item number; 3, 6, 9, 11, 12, 13, 19, 21, 22, 23, 24, 25, 27, 32, 33, 34, 35. According to the scale's psychometric properties, its internal consistency and test-retest reliabilities were strong for the DGI-35 composite ($\alpha = .88$, $r_{retest} = .88$) and subscale scores (average $\alpha = .77$, $r_{retest} = .76$).

Aspects of Identity Questionnaire-IV (AIQIV) ([Cheek et al., 2002](#)) is a 45-item objective inventory that measures the importance of four identity orientations in individuals' self-concepts: a) personal identity, or the importance of one's psychological traits and other personal attributes (e.g., My personal values and moral standards), b) relational identity, or how individuals see themselves in the context of their intimate relationships (e.g., My relationships with the people I feel close to), c) social identity, or how individuals see themselves in more general interpersonal contexts (e.g., My reputation, what others think of me), and d) collective identity, or how individuals represent their various reference group identities (e.g., My race or ethnic background). Respondents filled in a blank space next to each item with a number from 1 ("not important to my sense of who I am") to 5 ("extremely important to my sense of who I am"). Higher scores indicated the larger importance of a peculiar aspect to one's identity. [Cheek et al. \(2002\)](#) reported internal consistency coefficients for four identity orientations from 0.72 to 0.92.

TRANSITIONAL PLANS QUESTIONNAIRE

The Transitional Plans instrument used was a researcher-constructed questionnaire that used open-ended questions to measure their on-going planning process to ensure successful transition from college to graduation. The following questions were designed to assist them in developing a personalized plan grid to meet their specific needs.

1. What are your greatest dreams about your future?
2. What are your greatest fears about your future?
3. What barriers might get in the way of accomplishing your goals?

4. What kind of support do you think you need to help you accomplish your goals?
5. What will you do to accomplish your goals?
6. What can ESGP-PA do to help you to reach your goals?
7. What can your community or other agencies help you to reach your goals?

PROCEDURE

Researchers coordinated with the institute's Office of Academic Affairs and ESGP-PA Coordinator in identifying the recipients of the program and who were currently enrolled in the institute for school year 2014-2015. Each recipient was approached and were given information about the present study and gave informed consent before completing the questionnaires. About 60% of the total number of ESGP-PA recipients were reached by the present study with a 100% response rate. The completed questionnaires were then tallied and scored and data was analyzed using descriptive and inferential statistics, while responses on the transitional plans questionnaire was analyzed using emergent themes and commonalities.

RESULTS

DELAYED GRATIFICATION

The level of delayed gratification of ESGP-PA recipients across the following domains: achievement, money, social interaction, physical and food showed that generally, the respondents can moderately delay their gratification ($x=3.55$). Results revealed that the respondents highly manifest delayed gratification in terms of their academic achievement ($x=3.83$) and can moderately delay their gratification in the aspects of money ($x=3.74$), social interaction ($x=3.44$), physical ($x=3.40$) and food ($x=3.35$). The results implied that the ESGP-PA recipients are able to delay gratification especially when it was beneficial for them to do so, such that academic delay of gratification has the highest mean score.

SELF-IDENTITY

The level of identity orientations of the ESGP-PA recipients as a measure of their identity formation and construal of self was examined in this study. Results indicated that the ESGP-PA recipients defined their identities based on personal identity orientation ($x=4.16$), other than relationships, social interactions and culture. Finding imply that the self-identity of the ESGP-PA recipients are based from their own personal differentiations and not heavily influenced by the other external factors. Although in some degree, aspects which are relevant to the respondent's life at present were considered important like religion, nationality, close friends, reputation and social behaviours.

RELATIONSHIP BETWEEN SELF-IDENTITY AND DE-
LAYED GRATIFICATION

TABLE 1. CORRELATION BETWEEN SELF-IDENTITY AND DELAY OF GRATIFICATION

Variables	<i>r</i>	Sig
Personal Identity Orientation	-.060	.433
Relational Identity Orientation	-.329*	.000
Social Identity Orientation	-.094	.216
Collective Identity Orientation	-.363*	.000

*Significant at $p<.05$

Table 1 presents the correlation between identity orientations and delayed gratification. Results showed a significant relationship between relational identity orientation and delayed gratification ($r=-.329$, $p=.000$) exhibiting an inverse weak relationship experienced by the respondents, wherein the lower the relational identity orientation the higher their delayed gratification. Also, collective identity orientation was negatively correlated to delay of gratification ($r=-.363$; $p=.000$). This would mean that the higher the feelings of collective identity the lower the delay of gratification. Findings imply that the respondents did not anchor their identities on others and do not depend on their relationships with their close friends and romantic partners. However, the recipients exhibited collective identity orientation in which they felt a sense of pride and patriotism for their culture and country.

It can be deduced that the recipients have less relationships and interactions with other people who are not similar to them, hence they can delay gratification in terms of socializing but will not be able to delay gratification if they interact with people who shares their culture and religion.

MULTIPLE REGRESSION BETWEEN DELAYED GRATIFICATION AND SELF-IDENTITY

TABLE 2. MULTIPLE REGRESSION BETWEEN DELAYED GRATIFICATION AND SELF-IDENTITY

Variables		Sig
Personal Identity Orientation	.020	.863
Relational Identity Orientation	-.323*	.010
Social Identity Orientation	-.145	.161
Collective Identity Orientation	-.369*	.002

*Significant at $p < .05$

To determine which of the identity orientations predicted delayed gratification, a multiple regression stepwise analysis was conducted. The results indicated that relational identity orientation and collective identity orientation accounted for 32% and 36% of the variance of delayed gratification. Hence, it could be said that when an individual strongly identifies with relational and collective aspects of identity, the more they are likely to have delayed gratification. From this, it is implied that when one is concerned with one's personal and close relationships and identifies with one's culture and religion, the more they are able to delay gratification. Delay of gratification thus can be seen as a function of external factors rather than internal factors. This is in contradiction with existing literature on delayed gratification which says that delayed gratification is internally motivated and is therefore dependent on one's ability to persevere.

DIFFERENCES IN SELF-IDENTITY ORIENTATIONS IN TERMS OF DELAYED GRATIFICATION

To determine which of the identity orientations impacted delayed gratification, a one-way ANOVA was conducted. Results indicated that relational identity orientation ($F=1.380$; $p=.049$)

and social identity orientation ($F=1.394$, $p=.041$) were statistically significant. Thus, there is a marked difference among the identity orientations of the ESGP-PA grantee respondents. The relational and social identity orientations accounted for the differences in the mean scores of delayed gratifications. This implied that the ability to delay gratification is influenced by relationships with close friends and one's social behaviours.

TABLE 3. ANOVA OF SELF-IDENTITY ORIENTATION AND DELAY OF GRATIFICATION

Variables	F	Sig
Personal Identity Orientation	.878	.689
Relational Identity Orientation	1.380*	.049
Social Identity Orientation	1.394*	.041
Collective Identity Orientation	1.102	.330

*Significant at $p<.05$

TABLE 4. ANOVA BETWEEN SOCIAL IDENTITY ORIENTATION AND DELAYED GRATIFICATION

Variables	F	Sig
Money	1.614*	.004
Social Interaction	1.366	.144
Food	1.345	.155
Physical	1.337	.160
Achievement	1.220	.242
Total	1.389	.127

*Significant at $p<.05$

DIFFERENCES IN DELAY OF GRATIFICATION IN TERMS OF SOCIAL IDENTITY ORIENTATION

To determine which domains of delayed gratification influenced the social identity orientation, one-way ANOVA was carried out. Results indicated that of all the measured domains, money ($F=1.614$; $p=.004$) was found to be significant and accounted for the differences among the delay of gratification variable. This would mean that having and spending money influenced the social identity orientation. Evidently, money happens to be an influential aspect on social identities, thus having money and being able to spend it can contribute to one's reputation and social behaviors being ESGP-PA recipients with an allow-

ance received from the government greatly influenced their social identity orientation in terms of money.

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TRANSITIONAL PLANS DREAMS

There was an overwhelming response when asked what their foremost dream was, this was directed at the future and were long term goals that the respondents' desired to accomplish. The dreams revolved around three areas, their personal dreams for themselves, dreams for their families and dreams of becoming in relation to their schooling. In terms of their personal dreams, the ESGP-PA grantee respondents wanted to become successful, have good, stable and financially rewarding jobs, and hopefully to practice their professions when they graduate. Their dreams for their families included helping their family, improving their family's economic status, giving back to their parents and making their parents proud of them. Lastly, their dreams in school were inclined at completing their degrees, finishing school, graduating from IIT and doing academically well in school.

FEARS

In the same way that the respondents were asked to identify their dreams, they were also asked to identify their greatest fears. The responses of the ESGP-PA grantee respondents were consistent with their dreams since their greatest fears revolved around of not being able to reach their dreams. Thus, they said that they were afraid of not becoming successful, not having a stable and financially rewarding job after graduation, not being able to provide and help their families and not completing their degrees or finishing school or graduating from IIT.

The respondents' fears revealed that in as much as they know what they want to be in the future, they are also aware that anything could happen along the way and hinder them from reaching their dreams. As such their fears of not being able to fulfil their dreams would mean that they failed to be the bearer of

hope and progress for their families. This further imply that they are afraid and uncertain of what the future will bring for them especially about how to maintain their scholarships, whether financial support might be withdrawn, that there will be no jobs for them if and when they graduate and that the jobs available to them would not pay enough for them to provide for their families.

PLANNED BEHAVIOR

The ESGP-PA grantee respondents were also asked what type of behavior or what it would take them to be able to reach their goals in the future. The responses were focused on internal factors of the respondents such as hard work, perseverance, dedication and commitment to their dreams. Although they recognize that they receive a grant from the government being ESGP-PA recipients but their responses generally indicated internal locus of control. They believed that it is through their own efforts that they would be able to accomplish the goals they have set for themselves. Hard work referred to hurdling all the academic rigor and demands of their schooling in IIT, while perseverance was more of being able to continue with their education and scholarship despite the difficulties they are facing. Dedication and commitment were more of becoming immersed in the program and in their roles as scholars and as the hope of their families. They are dedicated in the sense that they would be able to put everything on hold just to be able to realize their education while commitment to continuing with the program and not ever thinking of quitting or skipping the scholarship.

DISCUSSION

The results of the study showed that the respondents' degree of delayed gratification is moderate, however, in terms of the achievement domain it is high. This would mean that the respondents can moderately delay their gratification in terms of food, physical, social interaction, and money, while they can highly

delay gratification for achievement. Specifically, the respondents could delay gratification when it came to tasks in school, improving themselves and putting in hard work, however, they were less likely to delay gratification when it came to eating food they really like, sticking to a healthy diet, doing tasks they do not like, waiting to take their turn, helping other people, and spending money when they get it.

The self-identity of the respondents were measured in terms of four orientations, the personal, relational, social and collective. It showed that the respondents had moderate personal and relational identity orientations and low social and collective identity orientations. This would mean that the respondents self-identity is anchored on their personal and relational identity orientations, such as their personal values, moral standards, personal goals, hopes for the future and self-knowledge, as well as being a good friend, caring about close friends' family. The respondents were less likely to associate their self-identity to their popularity, physical appearance and attractiveness, being part of a family or their political issues. However, they did indicate that their religion, and pride in their country and reputation are very important.

Relational identity orientation is negatively correlated to delayed gratification. This would mean that higher relational identity orientation is associated with lower level of delayed gratification. Respondents who had high relational identity orientation were more likely to not delay gratification. Thus it could be said that being giving importance to one's relationships to close friends would be associated with lesser ability to delay gratification providing evidence on the assumption that friends do influence one's self-control.

Money was also found to be positively correlated with collective identity orientation, which meant that the higher the ability to delay gratification in terms of money, the higher the collective identity orientation. This is a novel finding, in that money had been associated with individualistic orientations, but this could

be a function of culture and the unique Filipino psyche.

The transitional plans of the respondents were gathered as open-ended questions and were analysed using themes and categories. The dreams of the respondents were centred on the personal, family and school. Such that the respondents wanted to become successful, have good jobs, help their family, finish school and get a degree. While the group's fears were focused on the inability to reach their dreams, such as not finding a job after graduation, not being able to help their parents and not finishing their degrees. The barriers to their dreams were singularly that of the financial and economic factors, such that the scholarship was not enough to cover their needs in school. The respondents also reported that they sorely need the moral, financial and spiritual support of their family, friends and community. The respondents also pointed out that they could only do hard work, be persistent, dedicated and committed to the achievement of their dreams. The ESGP-PA program have given them the opportunity to reach their goals, they were thankful of such opportunity although there were also responses that indicated discontent on how the program was managed and awarded. It would also seem that the respondents felt that there were little social support for them in terms of their community and other government agencies. They feel overwhelmed with the pressure of being a scholar and yet they feel that government agencies are not helping them and that their community is not at all supportive of their scholarship. Lastly, the respondents also reported that the government should be able to provide them jobs after graduation.

The respondents can delay gratification, but they do so poorly when it came to the enjoyment of spending money. It is evident that the grantees enjoy the financial rewards of their scholarships and that it influences their behaviour and way of thinking about their responsibilities towards the government and their families. Also, the respondents are highly shaped and influenced by their own personal values and standards and their relationships with

significant others and these become part of their identity orientations and influence who they believe themselves to be. Lastly, they have positive and negative views about their scholarship and it influences their own understanding of the challenges and rewards of being an ESGP-PA grantee.

IMPLICATIONS FOR PROGRAMS AND POLICIES

1. The ESGP-PA recipients were able to delay gratification in terms of achievement but not so much in terms of money. Thus it is recommended that they be given intervention programs that would enhance their skills in terms of working towards accomplishing their goals, as well as in the management of their finances.
2. The ESGP-PA recipients were found to be able to highly delay gratification in terms of achievement, this is important as it indicates that the recipients can be able to persevere and prove themselves when it came to accomplishing their tasks in school. Hence, adequate support should be given to the recipients in terms of recognizing their efforts and achievement as small successes help develop their confidence and ability to persist until graduation.
3. The ESGP-PA recipients were also found to anchor their identity orientation on their personal values, moral standards and thoughts and feelings about themselves and what they believe they are, as well as on their relationships with close friends and family. Healthy identity formation is the key to the development of any adolescent and it is recommended that the recipients be given programs that will strengthen their self-awareness and help them achieve a healthy identity.
4. The ESGP-PA recipients were found to identify with their religion and sense of pride in being a Filipino, this could be a valuable resource for MSU-IIT and the government in terms of challenging the recipients to do their best and complete their degree programs.
5. The ESGP-PA recipients' transitional plans were focused on

being able to finish the program and graduate from MSU-IIT with their chosen degrees and to be able to have a stable and well-paying job in the future. This would indicate that the recipients are able to envision their futures and what they need to do to reach their goals. Primary of which is to be able to help their families and improve their way of life. It is recommended that the recipients be given the much needed support by other government agencies and institutions to encourage them to persist and complete their degrees.

6. It is apparent that the ESGP-PA recipients seem to be burdened and has to contend with the pressure of being the beacon of hope of their families and be the object of scrutiny of their neighbors and communities. Thus, it is recommended that the recipients and their parents be given intervention programs that would empower the parents to provide the needed emotional and psychological support of their child as ESGP-PA recipients. Also, to involve both parent and child in a program or activity that would enhance their communication and relationship.
7. There was a brewing disappointment among the ESGP-PA recipients in terms of their scholarships and its provisions, it is recommended that the implementing agencies be able to provide dialogues and discussions about the ESGP-PA mechanisms and to address the questions and ill-feelings of the recipients.

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